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ABSTRACT

In 1994, Alaska began the process of using its grant funds from the National School-to-Work Opportunities Act to design a school-to-work system to meet the following objectives: obtain commitment and involvement from Alaska's governor and officials involved in human resource development; develop an implementation plan for a statewide system to support school-to-work opportunities for all Alaska's youth; and inform and involve all stakeholders in school-to-work issues. A school-to-work council that included representatives from business/industry, education, and labor, as well as parents and student leadership groups developed a draft statewide plan to ensure comprehensive school-to-work transition services. The council was then disbanded and replaced by a school-to-work implementation task force that used the draft plan to develop a final two-part plan. Part 1 describes Alaska's vision for its school-to-work system. Part 2 serves as a template for local system development by giving local partnerships information about the components, objectives, and suggested strategies for designing local school-to-work systems at the pre-K through postsecondary levels. The template served as the basis for funding pilot projects in six school districts using Job Training Partnership Act 8% Education Coordination funds. (The Alaska School-to-Work Opportunities System plan is attached.) (MN)

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Final Report

Alaska School to Work Opportunities Development Grant

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School to Work in Alaska

A Summary of Activities Conducted Through Alaska's Development Grant

April, 1994 - October, 1995

The National School to Work Opportunities Office gave developmental grant funds to states to facilitate the design and implementation of state school to work systems; the University of Alaska Anchorage was the recipient of Alaska's developmental grant. In April, 1994, Alaska began designing its school to work system to meet three primary objectives:

- Obtain commitment and involvement from the Governor and officials involved in human resource development in Alaska;
- Develop an implementation plan for a statewide system to support school to work opportunities for all Alaska's youth; and
- Inform and involve stakeholders in school to work issues.

Commitment and Involvement Of State Officials

In May, 1994, then-Governor Walter Hickel appointed the Alaska School to Work Council, which consisted of representatives from business/industry; economic development organizations; education/school boards; Native organizations; organized labor; other public agencies delivering related service; parents; proprietary schools; public boards, commissions, and associations; state and federal education training agencies; and student leadership groups. (See Appendix A for list of members.) The Council also represented diverse geographic areas of the state. This group was charged with developing "a statewide plan to assure comprehensive school-to-work transition services are available for all Alaska students."

A Technical Assistance Group (TAG) consisting of representatives from the Department of Commerce and Economic Development, the Department of Community and Regional Affairs (which oversees JTPA programs), the Department of Education, the Department of Labor, the University of Alaska, and the Governor's Council on Vocational Education, provided ongoing advice and technical assistance to the project. (See Appendix B for list of members.) TAG members also provided input regarding ways to inform and get input from stakeholders and strategies for implementing a school to work system.

After developing the statewide school to work plan, thus fulfilling its charge, the Alaska School to Work Council disbanded. It was replaced with the School to Work Implementation Task Force, consisting of members of the former Council and members of the TAG. (See Appendix C for list of members.) This group included representatives from private industry, the Alaska Employment Service, Native organizations, the JOBS Program, private industry councils, the Bureau of Apprenticeship and Training, Alaska's Youth Ready for Work, the Department of Education, the Association of Alaska School Boards, school districts, the University of Alaska, and the Department of Community and

Regional Affairs (Job Training Partnership Office). This group met during the winter and spring of 1995 to refine the plan and develop implementation strategies.

Alaskans involved in workforce development, education, and economic development have arrived at a broad consensus regarding the need for new levels of collaboration to ensure that all Alaskans have the skills and opportunity to earn a living. This effort resulted in passage of legislation to form the Alaska Human Resource Investment Council (AHRIC) to develop and oversee the implementation of a comprehensive state human resource development system. The AHRIC promotes an efficient, effective, and integrated system of employment education and training programs and services so that all Alaskans have the skills and opportunities necessary to earn a living wage. The school to work system is a key element of the overall human resource development system, and the School to Work Implementation Task Force is a committee of the AHRIC. AHRIC membership includes the Lieutenant Governor; the Commissioner of Education (whose responsibilities include vocational education, vocational rehabilitation, and section 111(b)(1) of the Carl Perkins Act); the Commissioner of Commerce and Economic Development; the Commissioner of Labor (whose responsibilities include the employment service); the Commissioner of Community and Regional Affairs (whose responsibilities include JTPA programs); the Commissioner of Health and Social Services (whose responsibilities include the JOBS program); a representative of the University of Alaska; four additional representatives of education, with one from local public education, one from secondary vocational education, one from a postsecondary vocational education institution, and one from adult basic education; four representatives of business and industry, with at least one representative from the private industry councils; four representatives of organized labor; a representative from an organization representing the employment and training needs of Alaska Natives; a representative of a community-based service organization; a representative who has personal or professional experience with developmental disabilities; and up to four additional members to assure a private sector majority and regional and local representation on the council.

The AHRIC combines the state's economic development, workforce development, and education reform efforts into implementation of an integrated human resource development policy. AHRIC members will clarify a vision of a system which identifies key industries; works with employers to identify the skills, knowledge and abilities needed to work in those industries; and works through the K-12, higher education, and employment and training systems to ensure that Alaska's workforce is prepared for work in those key industries. AHRIC merges the work of the Alaska Job Training Council, the Governor's Council on Vocational Education, and the Employment Security Advisory Council, and combines state efforts in human resource development with federal programs funded through the Carl Perkins Act, the Job Training Partnership Act, the Adult Education Act, the JOBS Program of the Family Support Act and the Wagner-Peyser Act. Both the school to work system and the One-Stop Career Center system are key to implementation of Alaska's human resource development policy. Representatives from the School to Work Implementation Task Force were integrally involved in designing the AHRIC.

Implementation Plan for Statewide School to Work System

As part of its development of the statewide school to work system, the Alaska School to Work Council:

- discussed school to work issues;
- envisioned a system in which students were provided with the attitudes, skills and understanding they needed to make the transition from school to employment or further training;
- identified barriers to implementation of the system;
- recommended strategies for dealing with those barriers;
- learned about the requirements for school to work systems as described in the School to Work Opportunities Act of 1994;
- compiled information on existing school to work programs in Alaska;
- established a partnership with Alaska's Youth Ready for Work (an employer-based nonprofit organization with the mission of ensuring that all students graduate from Alaska's schools with the skills, attitudes, values and confidence necessary to succeed in work)
- organized information on school to work issues into a framework for the overall state system; and
- developed a draft plan for the school to work opportunities system.

The School to Work Implementation Task Force then used the draft plan as the basis of its work, and:

- discussed ways to integrate the school to work opportunities system plan into the overall human resource development policy of the state
- identified barriers in implementing the overall human resource development policy;
- recommended strategies for overcoming those barriers;
- refined the school to work opportunities system plan to incorporate the human resource development system and to add five-year timelines and budget figures;
- developed strategies for implementing specific elements of the school to work system including system partnerships, content, structure, stimulation of local partnerships, and commitment of resources; and
- recommended a management structure for the school to work system.

The result of the combined efforts of the Alaska School to Work Council, the Technical Assistance Group, and the School to Work Implementation Task Force is the Alaska School to Work Opportunities System Plan. The plan describes Alaska's vision for the school to work system: "to prepare all students for productive lives, Alaska envisions a performance-based, student-centered system providing planned transition from school to employment while encouraging life-long learning. The plan is divided into two parts. Part I identifies the elements of a state system which will support local school to work systems. Part II serves as a template for local system development by providing local partnerships with information on the components, objectives, and suggested strategies for

designing local school to work systems pre-K through postsecondary. This template served as the basis for funding pilot projects in six school districts using JTPA 8% Education Coordination funds.

Part I includes the following objectives for the statewide school to work system:

1. Promote and support state-level collaboration in the school to work system.
2. Increase awareness of the need for school to work opportunities and build support for school to work programs.
3. Plan for statewide school to work system development and implementation.
4. Build capacity of local partnerships to implement school to work systems.
5. Provide financial support for local planning, implementation, and evaluation of school to work systems.

Part II provides information for local partnerships on the components, objectives, and suggested strategies for designing local school to work systems. Components include the following:

1. Work-Based Learning:
   - Provide a variety of work-based career exploration and awareness experiences for students K-9.
   - Provide a variety of specialized work-based experiences for students in grades 10-12.
   - Involve employer community in planning, implementing, and evaluating the School to Work system.
   - Recruit employers to become involved in the school to work system.
   - Provide training and support to employers involved in the school to work system.

2. School-Based Learning:
   - Provide individual career development planning for all students.
   - Provide experiences to support students' career development.
   - Ensure that all students are provided with equal access to the full range of school to work opportunities.
   - Set high standards for student performance.
   - Ensure that the curriculum supports high standards and school to work system goals.
   - Assess and certify students enrolled in the school to work system.
   - Ensure linkages between secondary and postseconday programs.

3. Connecting Activities
   - Ensure that students receive integrated work-based and school-based learning experiences.
   - Provide services of a school to work system coordinator/mentor to link school-based and work-based learning opportunities and to ensure ongoing operation of the system.

- Provide training and support to educators and employers involved in the school to work system.

Economic, geographic, and cultural issues in rural Alaska present particular challenges in providing school to work opportunities for all youth. There are few work sites and business connections in villages, and it is difficult to provide students with access to work-based learning opportunities in villages. The lack of roads and high cost of flying make the cost of transporting students to job sites in regional hub communities very high. Cultural differences in values; social problems such as high substance abuse, teen pregnancy and suicide rates; and students' lack of a perceived need to work also contribute to difficulties in providing school to work transition.

A Rural School to Work Group representing rural education practitioners, employers, and community members met during the winter and spring of 1995 to examine the needs of rural Alaska and develop recommendations for strategies for implementing school to work systems in rural Alaska. The group identified the following criteria which any rural school to work system must meet:

1. Convince state level stakeholders that this is a long term strategy which would make them successful.
2. Meet the requirements of the School to Work Opportunities Act.
3. Accommodate the diverse economic and cultural bases of rural Alaska, with flexibility to fit different communities.
4. Incorporate the total community, recognizing that "it takes a whole village to raise a child."
5. Build a system which is financially self-sustainable in the long term. Take a holistic approach.
6. Consider alternative staffing patterns.
7. Provide information about the system to make it user-friendly and secure stakeholder buy-in.
8. Provide technical assistance and leadership.
9. Include an evaluation component.
10. Provide room to grow into the future and evolve with changes.
11. Make the system available to all students. Be non- xclusive.
12. Accommodate both traditional cultural and "outside" expectations. Provide options for people to operate in villages and urban areas.
13. Incorporate continuity of programs. Provide a clear sequence and connection from year to year.
14. Involve stakeholders as part of the process. Expect community responsibility and accountability.
15. Adapt or design Alaskanized curriculum.
16. Recognize the high teacher turnover rate and the need for continuity in the system.

Options for providing school to work transition services in rural Alaska include the following:

- Using Service Learning programs to incorporate community service projects as work-based learning sites for development of SCANS skills;
- Expanding the Rural Student Vocational Program (RSVP), which has been operating for 24 years to provide work experiences in Anchorage, Juneau, and Fairbanks for students from rural areas;
- Encouraging development of school-based enterprises as a means of teaching work skills and an understanding of all aspects of a business; and
- Designing model rural school to work programs to incorporate as many criteria as possible into one model.

Informing and Involving Stakeholders

The Alaska School to Work Council, the Technical Assistance Group, and the School to Work Implementation Task Force all recognized the importance of informing all stakeholders of the need for school to work system development and the need to involve stakeholders in designing and implementing the system.

A public relations firm was hired to design a program to inform stakeholders. The firm developed the following elements:

- A PSA to be read on all commercial radio stations in Alaska;
- A PSA to be run primetime on all public radio stations in Alaska;
- A print ad which ran in all major newspapers in the State;
- A press release which was sent with a cover letter, fact sheet, PSA, print ad, school to work opportunities brochure published by the US Departments of Education and Labor, and a list of Alaska School to Work Council members to print media throughout the State;
- Sample letters to the editor supporting school to work concepts to be adapted by individuals interested in sending a letter to their local paper; and
- Speakers bureau contacts to be used in setting up presentations on school to work issues in local communities as well as a presentation script and overhead slides.

In addition the firm developed a six-minute video on the need for school to work opportunities for all youth.

The groups and individuals involved in designing the Alaska school to work system recognized the importance of involving employers in the system. The Chair and Co-Chair of the Alaska School to Work Council and the Implementation Task Force are employers with a clear understanding of the need to connect the State's economic development and human resource development policies. They see the school to work system as a key strategy for preparing youth for the workforce. Employers representing key industries (mining, retail, and oil) were involved in the development of the school to work system plan.

Unocal Corporation, a major Alaska employer, has been a key player in the development of the school to work system. They have donated the services of an executive to serve as Executive Director for the School to Work Transition Project, have provided office space and equipment for the state system staff, and have spent approximately $20,000 in additional funds on the project.

Alaska's Youth Ready for Work (RFW) has developed a concept for systematic educational reform and identified a list of critical skills and competencies, critical values (the work ethic), and critical attitudes which youth must have to be ready for work and life. RFW established criteria for successful school to work school reform efforts and inspired five model projects in four school districts initiated in 1990 and continuing to date. It has also listed the commitments employers should make to encourage families' and parents' support of and participation in their children's education. RFW members and staff have been involved in the Alaska School to Work Council and the Implementation Task Force (the School to Work Council and Implementation Task Force Chair is also Co-Chair of the RFW Board), and are committed to serving as the voice of employers in building support for the system.

The statewide system worked with the State Chamber of Commerce to disseminate information to businesses statewide on the need for the school to work system and the requirements of the School to Work Opportunities Act of 1994.

Efforts were made to inform and involve state legislators in the design of the statewide school to work system. Several legislators participated in Alaska School to Work Council meetings. During the 1994 election, all legislative candidates were sent information on the School to Work Opportunities Act of 1994 and Alaska's system development. Legislators overwhelmingly passed the bill creating the Alaska Human Resource Investment Council and thus understand the critical link it provides for Alaska's economic development, workforce development, and education systems.

There has been strong support for the school to work system from the Lt. Governor, who sees the initiative as a step towards fundamental changes in the partnership of industry, education, and government that must take place in order to fully realize the potential of Alaska's students as they prepare to enter the workforce.

A statewide school to work conference was held in March, 1995 to bring together employers, school board members, school administrators, counselors, teachers, parents, youth and community members:

- to share information on the basic elements of a school to work system;
- to plan for working with partnerships to develop a community-wide school to work system;
- to learn about funding sources for the school to work system;

- to learn about existing school to work programs in Alaska that can be incorporated into a school to work system; and
- to share information on models for local school to work implementation.

The conference was attended by employers; parents; students; community-based organization staff; Native organization staff; members and staff of statewide councils for JTPA and Vocational Education; private industry council members; staff from the University of Alaska Anchorage, Fairbanks, Dillingham, Nome, and Sitka campuses; staff from Alaska Work Programs and the Employment Service; representatives from the Bureau of Apprenticeship and Training; Chamber of Commerce members and staff; and teachers, counselors, principals, superintendents, and school board members from one third of the school districts in Alaska. Evaluations indicated that participants thought the conference was "very informative" and included lots of "how-to's." Future conferences will build on this successful initial effort.

The Future of Alaska's School to Work System

Through Alaska's Development Grant, Alaska state officials, employers, representatives of labor organizations, educators, staff from government agencies, parents, and students have worked together to develop a shared vision of a school to work system and to design specific elements of that system.

Alaska's approach to school to work builds on a strong tradition of local control and provides flexibility for local partnerships to design and implement systems that meet the unique needs and circumstances of their communities. While the statewide system has provided a template to local partnerships which outlines the key components and elements to be included in the system, local partnerships can determine their own strategies for implementing these elements. This will ensure that local school to work systems can address Alaska's diverse cultures, geography, political and governmental structures, and economy.

Alaska School to Work Opportunities System Plan

VISION: ***TO PREPARE ALL STUDENTS FOR PRODUCTIVE LIVES, ALASKA ENVISIONS A PERFORMANCE-BASED, STUDENT-CENTERED SYSTEM PROVIDING PLANNED TRANSITION FROM SCHOOL TO EMPLOYMENT WHILE ENCOURAGING LIFE-LONG LEARNING.***

PART ONE: PROVIDE STATE SYSTEM SUPPORT FOR LOCAL SCHOOL TO WORK SYSTEMS.

		FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Goal 1.0	**Promote and support state-level collaboration in School to Work system.**					
1.1	Work with the Alaska Human Resource Investment Council (AHRIC) (consisting of the lieutenant governor, the commissioners of the departments of Commerce and Economic Development, Community and Regional Affairs, Education, Health and Social Services, and Labor; a representative of the University of Alaska; representatives from local public education, secondary vocational education, postsecondary vocational education, and adult basic education; a majority of representatives of business and industry including the private industry councils; representatives from organized labor; a representative from an employment and training organization meeting needs of Alaska Natives; a representative of a community-based service organization; and a representative who has personal or professional experience with developmental disabilities) in developing and implementing the School to Work system.					
1.1.1	Inform and involve the AHRIC regarding issues involved in developing and implementing the school to work system.	X	X	X	X	X
1.1.2	Send periodic progress reports to the Governor or his designee regarding implementation of the statewide school to work system.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
1.2	Work with the School to Work Implementation Task Force (consisting of representatives of employers; business associations; community-based organizations; elementary, secondary and postsecondary educators; Native organizations; labor organizations; economic development organizations; students; parents; registered apprenticeship agencies; and training agencies) as a standing committee of the AHRIC.					
1.2.1	Meet periodically with the School to Work Implementation Task Force to inform them of school to work issues and involve them in implementation of the statewide system.	X	X	X	X	X
1.2.2	Clarify roles of Implementation Task Force members and obtain and maintain commitments for ongoing involvement.	X	X	X	X	X
1.3	Collaborate with other state level agencies that provide school to work transition services.					
1.3.1	Work with the Department of Education to ensure linkage of the Alaska 2000 content and performance standards with school to work transition system at both statewide and local district levels and to ensure linkage with Title I, Special Education, Adult Basic Education, Migrant Education and Vocational Education programs.	X	X	X	X	X
1.3.2	Work with JTPA system and PIC directors to ensure continued use of 8% Coordination funds toward school to work system goals and in recruiting out of school youth.	X	X	X	X	X
1.3.3	Work with One-Stop Career Center system to ensure linkages with outreach and recruitment, case management, linkage with work-based learning, and job referral, and employment and training services.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
1.3.4	Work with State Occupational Information Coordinating Council (SOICC) and Alaska Career Information System (AKCIS) to connect labor market systems available to students for career development component of school to work system.	X	X	X	X	X
1.3.5	Work with University of Alaska system to build model articulation agreements based on those already in place and to develop new agreements in other content areas. Work with Board of Regents to encourage adoption of policy in support of planned transition between secondary and postsecondary programs.	X	X	X	X	X
1.3.6	Link with JOBS programs to identify and serve potential participants.	X	X	X	X	X
1.3.7	Link with Apprenticeship Information Center to provide outreach and recruitment to encourage young women to enter nontraditional careers in high wage, high skill jobs.	X	X	X	X	X
1.3.8	Work with the Association of Alaska School Boards to obtain support and funding for additional inservice days for teachers to provide opportunities for professional development as well as time for planning and curriculum development for school to work system.	X				

		FY 96	FY 97	FY 98	FY 99	FY 2000
Goal 2.0	**Increase awareness of the need for school to work opportunities and build support for school to work programs.**					
2.1	Raise awareness among the public regarding the need for school to work system development.					
2.1.1	Provide presentation outline and video to AHRIC and School to Work Implementation Task Force members and request that they schedule presentations at local School Board, PTA, Chamber, Rotary meetings, etc.	X	X	X	X	X
2.1.2	Give presentations at various conferences including Professional Development Conference, Alaska Association of School Administrators Conference, Alaska Association of Secondary School Principals' Conference, Association of Alaska School Boards Conference, National Education Association (Alaska) Conference, Goals 2000 District Planning Meeting, Private Industry Council meetings, the Alaska Parent Teacher Association Convention, and Employment Security Conference.	X	X	X	X	X
2.2	Promote active involvement of business and labor organizations in school to work system.					
2.2.1	Provide information on need for and benefits of school to work system to organizations of employers (such as Alaska's Youth Ready for Work, State and local Chambers of Commerce, Rotaries, etc.) and labor.	X	X	X	X	X
2.2.2	Solicit recommendations from employers and labor organizations regarding pre-employment and employment skills students must master and how school to work system could link school-based and work-based learning, integrate academic and vocational education, and support partnerships and collaborative efforts.	X	X	X	X	X
2.2.3	Develop and disseminate a menus of options for employer involvement.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
2.2.4	Work with Alaska's Youth Ready for Work to incorporate Ready for Work skills and philosophy with school to work system and to involve Ready for Work employers in system implementation, including providing work-based learning sites and work sites for teacher internships.	X	X	X	X	X
2.3	Solicit input from stakeholder groups, including employers, educators, parents, community and student organizations, on school to work system needs.					
2.3.1	Request input from participants in School Board, PTA, Chamber, Rotary, school principals, school administrator, student organization, and professional association meetings.	X	X	X	X	X
2.3.2	Solicit endorsements of School to Work System from educational, employer, community, parent, and student organizations.	X	X	X	X	X
2.4	Promote active involvement of students, parents and educators in school to work system.					
2.4.1	Provide information on need for and benefits of school to work system to state and local school boards, superintendents, principals, counselors, teachers, university faculty and staff, parent organizations, and student organizations.	X	X	X	X	X
2.4.2	Solicit recommendations from educators regarding how school to work system could integrate academic and vocational education; link school-based and work-based learning; and link secondary and postsecondary education, and support partnerships and collaborative efforts.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
2.5	Promote active involvement of community-based organizations in school to work system.					
2.5.1	Provide information on need for and benefits of school to work system to organizations that provide services to youth.	X	X	X	X	X
2.5.2	Solicit recommendations from community-based organization staff regarding how school to work system could collaborate with their efforts and how to involve them in system implementation.	X	X	X	X	X
2.5.3	Link with community-based organizations (such as Covenant House) to conduct outreach and recruitment of youth.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
Goal 3.0	**Plan for statewide school to work system development and implementation.**					
3.1	Develop and implement plans to support local school to work systems.					
3.1.1	Work with the School to Work Implementation Task Force to integrate with Alaska 2000 to ensure compatibility of student performance standards with school to work skills standards and to develop authentic assessment methods.	X See 1.2.1	X See 1.2.1	X See 1.2.1	X See 1.2.1	X See 1.2.1
3.1.2	Work with the School to Work Implementation Task Force and OSHA to identify criteria for safe and healthy workplaces for youth and to make criteria available to schools and employers.	X See 1.2.1	X See 1.2.1	X See 1.2.1	X See 1.2.1	X See 1.2.1
3.1.3	Work with the School to Work Implementation Task Force to identify public and private entities with which to develop model articulation agreements and to facilitate entry of students into and between training programs.	X See 1.2.1	X See 1.2.1	X See 1.2.1	X See 1.2.1	X See 1.2.1
3.1.4	Work with the School to Work Implementation Task Force to revise and implement the plan for a statewide school to work system.	X see 1.2.1	X see 1.2.1	X see 1.2.1	X see 1.2.1	X see 1.2.1
3.1.5	Work with the School to Work Implementation Task Force to review local partnership proposals for federal funding and approve applications based on criteria in Part II of the state plan.	X see 1.2.1	X see 1.2.1	X see 1.2.1	X see 1.2.1	X see 1.2.1
3.1.6	Work with the School to Work Implementation Task Force to develop model quality standards for work-based learning programs.	X See 1.2.1				

		FY 96	FY 97	FY 98	FY 99	FY 2000
3.1.7	Work with the AHRIC and School to Work Implementation Task Force to determine implications of laws (e.g., Wage and Hour, Worker's Compensation, Unemployment Insurance, Registered Apprenticeship, etc.) that affect the school to work system and to recommend a process for waivers to remove barriers to school to work system implementation.		X see 1.1.1 and 1.2.1			
3.2	Identify local programs already providing school to work opportunities and integrate those programs into the statewide system.					
3.2.1	Survey all school districts, middle and secondary schools, job training programs, and selected community-based organizations to determine model programs currently operating to provide school to work opportunities for youth as well as factors leading to success of program.	X		X		
3.2.2	Compile survey results and develop a list of model programs and keys to success.	X		X		
3.2.3	Integrate existing programs with statewide school to work system to align with school to work priorities.	X	X	X	X	X
3.3	Develop and implement a plan to ensure that rural communities with low population densities develop school to work systems.					
3.3.1	Work with the Rural School to Work Group consisting of representatives from rural education, employment and training, and community-based organizations to refine and implement strategies for school to work implementation in rural areas.	X	X			

		FY 96	FY 97	FY 98	FY 99	FY 2000
3.3.2	Design system elements and supporting materials to ensure that school to work opportunities are provided to students in rural Alaska with options such as service learning, expanding the RSVP program, and developing school based enterprises	X	X	X	X	X
3.3.3	Design model rural school to work program, pilot test the program, make improvements, and disseminate the model to rural partnerships and other rural states.	X	X			
3.3.4	Incorporate the rural school to work system design into the overall statewide system plan.	X	X	X	X	X
3.4	Design and implement a model for school to work system evaluation.					
3.4.1	Design formative and summative processes to measure the number of students served; the extent to which STW system activities are based on stated goals; processes to document the impact of STW system on stakeholders including employers; and processes to provide ongoing feedback regarding the effectiveness of strategies and activities.	X				
3.4.2	Collect baseline data from local partnerships on numbers of student participants including information on gender, race, ethnicity, socioeconomic background, limited English proficiency, disability, and status as academically talented and in-school or out-of-school; placement and retention in postsecondary education, training, and/or employment status; of employers involved in the school to work system; and numbers of schools involved in the statewide system and whether they are private or public; elementary, secondary, or postsecondary.	X				

		FY 96	FY 97	FY 98	FY 99	FY 2000
3.4.3	Collect information from local partnerships regarding the status of local partnership development and effectiveness.	X				
3.4.4	Collect information from RFW employers regarding employer expectations of the school to work system.	X				
3.4.5	Conduct evaluation of local partnerships success in increasing numbers of student participants, including school dropouts and students with disabilities; increasing numbers of students entering postsecondary training and education programs and high-skill, high-wage occupations, as well as increasing numbers of young women entering high-skill, high-wage nontraditional occupations; increasing numbers of employers involved in the school to work system; increasing numbers of schools involved in the statewide system; and whether local partnership effectiveness is increasing. Make recommendations for improvement.			X		X
3.4.6	Conduct evaluation of RFW employers to determine whether employer expectations of the statewide system are being met. Make recommendations for improvement.			X		X
3.4.7	Conduct evaluation to determine the status of local partnership development, their progress in working collaboratively to provide school to work opportunities for all youth, and their recommendations for improved capacity-building activities.			X		X
3.4.8	Conduct summative evaluation to determine overall progress in meeting the goals outlined in the Alaska School to Work Opportunities System Plan.					X

		FY 96	FY 97	FY 98	FY 99	FY 2000
3.5	Seek legislative support for school to work system implementation.					
3.5.1	Work with AHRIC and School to Work Implementation Task Force to identify entities whose support is critical to statewide STW system implementation, and to seek that support.	X	X	X	X	X
3.5.2	Inform school district contacts of school to work issues and request that they tie school to work to local district priorities.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
Goal 4.0	**Build capacity of local partnerships to implement school to work systems.**					
4.1	Provide a clearinghouse on school to work information (models for successful programs, best practices, innovative instructional methods, mentorships for youth in nontraditional occupations, federal regulations/state statutes/pending legislation, etc.).					
4.1.1	Develop and maintain a mailing list of existing and emerging local partnerships, educational agencies, employers, community-based organizations, government agencies to receive information on school to work issues	X	X	X	X	X
4.1.2	Send newsletter to inform individuals on mailing list of information and referral opportunities through school to work statewide system.	X	X	X	X	X
4.1.3	Compile information on school to work issues from national publications, information from other states, and information from Alaskan programs and disseminate information via newsletter to individuals on mailing list.	X	X	X	X	X
4.1.4	Provide information and referral services as requested.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
4.2	Build a peer network of school to work practitioners to share information on best practices, system design, model programs, evaluation and assessment methods, etc.					
4.2.1	Develop and maintain a list of local school to work system coordinators and other practitioners to participate in network.	X	X	X	X	X
4.2.2	Inform individuals in the network of conference call schedule.	X	X	X	X	X
4.2.3	Conduct conference calls quarterly to share information and recommendations.	X	X	X	X	X
4.2.4	Compile information from calls and disseminate to participants in newsletter along with information from other state and national programs.	X	X	X	X	X
4.3	Promote and support collaboration among employers, schools, and community.					
4.3.1	Coordinate and sponsor a statewide conference to involve representatives from local partnerships in sharing information on partnership development and collaboration as well as school to work system development, and to provide opportunity for practitioners to share experiences, celebrate successes, and address barriers to system implementation.	X	X			
4.3.2	Design workshop to provide information on collaborative processes for local partnerships (e.g. bringing people together, enhancing trust, developing shared vision, specifying results, organizing to achieve results, resolving conflict, etc.) and offer workshop at state conferences and in other locations as requested..	X	X			

		FY 96	FY 97	FY 98	FY 99	FY 2000
4.3.3	Provide on-site and telephone technical assistance services to facilitate local planning processes, assist with problem solving, facilitate decision making, etc.	X	X	X	X	X
4.4	Provide information to local partnerships on resources available for school to work support.					
4.4.1	Research information on state resources available from the Department of Education, including School Foundation Program, Vocational Education Foundation Program, and Special Education Foundation Program; and the Department of Labor including State Training and Employment Program (STEP).	X	X	X	X	X
4.4.2	Research information on federal resources available from the Department of Education including funds from the Rehabilitation Act of 1973, Elementary and Secondary Education Act, Carl Perkins Vocational and Applied Technology Act, Special Education Act, Adult Education Act, Goals 2000: Educate America Act, the National and Community Service Act of 1990, and the Individuals with Disabilities Education Act; from the Department of Community and Regional Affairs including JTPA Title II (Youth) funds; from the Department of Labor, including Wagner-Peyser Act (Employment Service), the National Skills Standards Act of 1994, and the National Apprenticeship Act; from the Department of Health and Social Services including JOBS Program funds and funds under part F of title IV of the Social Security Act; and from the University of Alaska under the Higher Education Act of 1965	X	X	X	X	X
4.4.3	Research information on business and corporate resources (including Native Corporations) available through gifts, grants, contracts, etc., particularly through companies which work on a multi-state basis.	X	X	X	X	X

4.4.4	Research information on resources available through private foundations.	X	X	X	X	X
4.4.5	Provide information to individuals on mailing list (see 4.1.1).	X	X	X	X	X
4.5	Provide professional development and technical assistance to employers (including small- and medium-sized businesses) in implementing local school to work systems.					
4.5.1	Determine employers' needs for information, technical assistance, and professional development in areas such as adolescent psychology, techniques for teaching youth, employability requirements, employer expectations, continuous improvement methods, working with special needs students, and youth safety and health in the workplace.	X	X	X	X	X
4.5.2	Work with University of Alaska, Department of Education, and Ready for Work to develop programs to provide technical assistance and professional development for employers, and train a cadre of trainers to deliver training.	X	X			
4.5.3	Work with cadre of trainers to provide technical assistance and professional development for employers.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
4.6	Provide professional development and technical assistance to educators (including teachers, counselors, principals, school-site coordinators, superintendents, and school board members) in implementing local school to work systems.					
4.6.1	Determine educators' needs for information, technical assistance, and professional development in areas such as employer expectations, reaching and providing transition services for all students, youth safety and health in the workplace, integrating vocational and academic education, linking work-based and school based learning, and linking secondary and postsecondary programs, etc..	X	X	X	X	X
4.6.2	Work with University of Alaska and Department of Education to develop programs to provide technical assistance and professional development for educators, and train a cadre of trainers to deliver training.	X	X			
4.6.3	Work with cadre of trainers to provide technical assistance and professional development for educators.	X	X	X	X	X
4.6.4	Work with the Alaska School Counselors Association, University of Alaska, and the Department of Education to ensure counselors are prepared to implement the Alaska School Counseling Program.	X	X	X	X	X
4.6.5	Design and implement a program to provide educators with business experiences through summer internships to gain firsthand knowledge of links between academic and theoretical learning and applications in the workplace and to provide educators with a curriculum of multi-disciplinary projects.	X	X			

		FY 96	FY 97	FY 98	FY 99	FY 2000
4.6.6	Work with AFI Consortium and Department of Education to integrate the Alaska 2000 performance standards and curriculum frameworks with school to work standards through workplace economics curriculum.	X	X			
4.6.7	Work with the Department of Education to support use of applied academics curricula and to provide technical assistance in technology-based instruction.	X	X	X	X	X
4.6.7	Work with the Department of Education to ensure standards for teacher certification include the ability to integrate academic and vocational education.	X				

		FY 96	FY 97	FY 98	FY 99	FY 2000
Goal 5.0	**Provide financial support for local planning, implementation, and evaluation of school to work systems.**					
5.1	Provide long term funding to ensure continuation of statewide school to work system.					
5.1.1	Work with AHRIC and School to Work Implementation Task Force to identify potential sources of funding, including other state funds, foundation funds, private sector contributions, and other federal funds.	X				
5.1.2	Work with AHRIC and School to Work Implementation Task Force to design and implement strategies for accessing additional funds.		X	X	X	X
5.2	Provide subgrants to support local partnerships in implementing local school to work systems.					
5.2.1	Develop criteria for local eligibility for implementation subgrants (e.g., quality of partnerships; administrative structure in place to support program; ability to provide school-based and work-based learning opportunities; linkages in place between secondary and postsecondary programs; methods used to integrate vocational and academic learning; strategies for involving all students and specific outreach methods for reaching out-of-school youth, disadvantaged youth, youth with disabilities, and youth seeking to enter nontraditional occupations; strategies for ensuring safe and healthy work environments for students; and plans for leveraging other resources to support the school to work system).	X				
5.2.2	Disseminate implementation subgrant criteria and request for proposals to partnerships in 8 regions.	X	X	X	X	X

		FY 96	FY 97	FY 98	FY 99	FY 2000
5.2.3	Work with state-level partners (AHRIC and School to Work Implementation Task Force to evaluate proposals and recommend implementation subgrant awards.	X	X	X	X	X
5.2.4	Award implementation subgrants to local partnerships.	X	X	X	X	X
5.2.5	Monitor implementation subgrants for compliance to criteria and proposed scope of work and outcomes.	X	X	X	X	X
5.3	Provide planning subgrants to support local partnerships in planning for local school to work systems.					
5.3.1	Develop criteria for local eligibility for planning subgrants (e.g., development of partnerships; administrative structure to support program; components of school-based and work-based learning opportunities; linkages between secondary and postsecondary programs; methods to integrate vocational and academic learning; strategies for involving all students and specific outreach methods for reaching out-of-school youth, disadvantaged youth, youth with disabilities, and youth seeking to enter nontraditional occupations; strategies for ensuring safe and healthy work environments for students; and plans for leveraging other resources to support the school to work system).	X				
5.3.2	Disseminate planning subgrant criteria and request for proposals to partnerships in 8 regions.	X	X			
5.3.3	Award planning subgrants to local partnerships.	X	X			
5.3.4	Monitor planning subgrants for compliance to proposed scope of work and outcomes.	X	X			
5.4	Provide demonstration subgrants to facilitate distribution of replication plans to share with all areas of the State.					

5.4.1	Develop criteria for eligibility of demonstration grants including clarification of aspects of system to be demonstrated and plans and timelines for distribution of information to enable other partnerships to replicate the aspect(s) of the system.	X
5.4.2	Disseminate demonstration subgrant criteria and request for proposals to partnerships in 8 regions.	X
5.4.3	Award demonstration subgrants to local partnerships.	X
5.4.4	Disseminate replication plans to other partnerships and to other states.	X

PART TWO: PROVIDE LOCAL PARTNERSHIPS WITH INFORMATION ON COMPONENTS, OBJECTIVES AND SUGGESTED STRATEGIES FOR DESIGNING LOCAL SCHOOL TO WORK SYSTEMS PRE-K THROUGH POST SECONDARY. ***ALL COMPONENTS INCLUDE ACTIVITIES TO ASSURE THAT EVERY STUDENT IS WILLING AND ABLE TO EXERCISE LIFE CHOICES.***

WORK-BASED LEARNING COMPONENT

OBJECTIVES AND STRATEGIES

WBL 1 Provide a variety of work-based career exploration and awareness experiences for students K-9.

WBL 1.1 Provide generalized awareness experiences for students to consist of experiences such as job shadowing, group field trips, guest speakers, and community service.

WBL 1.2 Provide understanding of relationship between education and opportunity/quality of life.

WBL 1.3 Relate work-based experiences to preemployment competencies.

WBL 1.4 Make connections between work-based and school-based learning.

+WBL 2 Provide a variety of specialized work-based experiences for students in grades 10-12.

+WBL 2.1 Develop a work-based learning plan for each student to incorporate student's career goals; specific, measurable work-based learning objectives to provide development of industry skill standards; progressively higher-level work-based skill development; and assessment methods.

WBL 2.2 Provide paid or unpaid work-based learning opportunities to fulfill work-based learning plan through experiences such as on-the-job training, cooperative education, tech-prep programs, youth apprenticeships, student internships, community service, Rural Student Vocational Program, Learn and Serve Programs, etc.

WBL 2.3 Provide understanding of relationship between academic and work skills and of need for lifelong learning.

+WBL 2.4 Relate work-based experiences to preemployment and employment competencies to be mastered at progressively higher levels.

+WBL 2.5 Include instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes and employability and participative skills.

◦WBL 2.6 **Provide strong experiences in and understanding of all aspects of the industry students are preparing to enter.**

WBL 3 Involve employing community in planning, implementing, and evaluating the School to Work system.

WBL 3.1 Solicit input from employers to determine preemployment and employment competencies which students should have.

WBL 3.2 Provide support to employers who provide work experiences for students.

WBL 3.3 Ensure that employers have the tools so students make connections between school-based and work-based learning.

WBL 3.4 Involve employers in developing curriculum.

◦WBL 3.5 Link youth development activities with employer and industry strategies for upgrading the skills of workers.

WBL 3.6 Involve employers in evaluating effectiveness of School to Work system.

◦**WBL 4 Recruit employers to become involved in School to Work system.**

WBL 4.1 Solicit input on need for system.

WBL 4.2 Identify benefits to employers of being involved in system.

WBL 4.3 Ensure that work-based learning opportunities for youth will not displace adult workers.

WBL 4.4 List specific contributions employers can make such as initiating program, co-managing program, providing input on curriculum, providing career exploration activities, providing specific work-based learning activities, providing summer externships for teachers, or helping recruit other employers, using military as a resource when applicable.

WBL 5 Provide training and support to employers involved in School to Work system.

WBL 5.1 Provide orientation to employers to include such topics as the purpose of School To Work programs, adolescent psychology, techniques for working with youth to direct student learning, methods for effectively serving as mentor to youth, and safety and health in the workplace.

WBL 5.2 Conduct on-going site visits to provide technical assistance and support to employers.

SCHOOL-BASED LEARNING COMPONENT

OBJECTIVES AND STRATEGIES

SBL 1 Provide individual career development planning for all students.

SBL 1.1 Place career planning and development within context of understanding the American political and economic systems.

SBL 1.2 Ensure that all students understand career development process and take responsibility for making career decisions.

SBL 1.3 Provide opportunities for all students to assess personal interests and aptitudes and their relationship to career choices beginning in elementary grades.

*SBL 1.4 Strengthen career and academic counseling in elementary and secondary grades to provide current labor market information (through the Alaska Career Information System, Alaska Occupational Information Coordinating Committee, Employment Service, etc.) and assist students in using information to make career choices by applying instruction to the world outside the classroom.

SBL 1.5 Ensure that all students understand education and training needs for career choices based on career clusters such as agriculture and natural resources, arts and communication, business and marketing, health and human services, international trade and tourism, engineering and industrial technology.

*SBL 1.6 Provide guidance and counseling starting by at least the 7th grade to help students to identify and select or reconsider their interests, goals, and career majors, including those options that may not be traditional for their gender, race or ethnicity.

SBL 1.7 Involve parents in active and ongoing way in development of career plan.

SBL 1.8 Ensure that all students have a written career plan which includes written summary of interests and aptitudes, assessment of labor market information, listing of career goals, information on education and training needed to enter career, and list of experiences and academic/vocational skills developed.

SBL 1.9 Provide annually scheduled evaluations to assess students' progress in their ongoing career plans.

SBL 2 Provide experiences to support students' career development.

*SBL 2.1 Provide career education activities beginning at the earliest possible age but not later than the 7th grade such as job shadowing, job site visits, school visits by individuals in various occupations, and mentoring.

SBL 2.2 Provide career exploration activities in grades 9-10 such as job shadowing, career fairs, mentoring.

*SBL 2.3 Ensure that all students, with parental involvement, make initial selection of one or more career major not later than the beginning of the 11th grade.

*SBL 2.4 Provide mechanisms to ensure that students are allowed to have the flexibility to develop new career goals over time and to change career majors.

SBL 2.5 Provide career preparation experiences in grades 11-12 through programs such as cooperative education, school-to-apprenticeship (youth apprenticeship), career academies, tech-prep, school-based enterprise, Rural Student Vocational Program, Vocational Student Leadership Organizations, On-the-Job Training, Structured Internships.

*SBL 2.6 Ensure that all students are provided with opportunities to complete career majors.

SBL 2.7 Develop agreements to articulate secondary and postsecondary programs.

SBL 2.8 Provide general awareness training in occupational safety and health.

***SBL 3 Ensure that all students are provided with equal access to the full range of school to work opportunities.**

*SBL 3.1 Provide recruitment, enrollment, and placement activities for all students, including disadvantaged students, students with diverse racial, ethnic or cultural backgrounds, Alaska Natives, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students.

*SBL 3.2 Provide career information in both occupational areas which have traditionally served males and in occupational areas which have traditionally served females and provide information and activities for non-traditional occupational choice.

SBL 3.3 Facilitate the entry of students into additional training or postsecondary education programs and the transfer of students between education and training programs.

*SBL 3.4 Conduct outreach to all students in a manner that most appropriately meets their needs.

SBL 4 Set high standards for student performance.

*SBL 4.1 Ensure that all students meet high academic content standards such as those adopted under Alaska 2000.

*SBL 4.2 Ensure that students in school to work programs meet requirements necessary for postsecondary education and requirements necessary to earn a skill certificate.

SBL 4.3 Establish skill standards for students that are consistent with national skill standards.

*SBL 4.4 Develop and implement processes for awarding skill certificates consistent with skill standards and certification systems endorsed under the National Skill Standards Act of 1994 and Alaska 2000.

SBL 5 Ensure that curriculum supports high standards and school to work system goals.

SBL 5.1 Adopt, adapt, or develop curricula to ensure that preemployment and employment competencies (such as SCANS skills, Alaska's Youth Ready for Work skills, JTPA workforce readiness competencies) are incorporated across the curriculum.

SBL 5.2 Ensure that curriculum is based on industry needs and standards and reflect current labor market information.

*SBL 5.3 Incorporate innovative instructional strategies to ensure the integration of academic and vocational learning (theoretical and applied learning).

SBL 5.4 Ensure that curriculum reinforces high quality work readiness and core academic skills and knowledge (in such areas as mathematics, science, language arts, economics, technology, American political system and social studies).

*SBL 5.5 Ensure that curriculum provides information on all aspects of industry appropriately tied to career majors of students.

SBL 5.6 Incorporate life skills such as personal finance, personal well-being, understanding of community resources, taxation, ethical decision-making and citizenship into the curriculum.

SBL 6 Assess and certify students enrolled in school to work system.

SBL 6.1 Provide authentic assessment of students' skills, knowledge, and ability (e.g. through portfolio).

+SBL 6.2 Provide regular evaluations involving ongoing consultation and problem solving with students and school dropouts to identify their academic strengths and weaknesses, academic progress, and the need for additional learning opportunities to master core and vocational skills.

SBL 6.3 Award certificates to students who meet or exceed skill standards and ensure that certificates are recognized by both employers and postsecondary institutions.

+SBL 6.4 Provide assistance to participants who have completed the program in finding an appropriate job, continuing their education, or entering into additional training programs.

+SBL 7 Ensure linkages between secondary and postsecondary programs.

SBL 7.1 Develop articulation agreements between secondary and postsecondary training to provide a seamless transition for students.

SBL 7.2 Ensure that students meet requirements necessary to be prepared for postsecondary education.

+SBL 7.3 Facilitate entry of students into additional training or postsecondary education programs and facilitate transfer of students between education and training programs.

CONNECTING ACTIVITIES COMPONENT

OBJECTIVES AND STRATEGIES

CA 1 Ensure that students receive integrated work-based and school-based learning experiences.

CA 1.1 Develop and maintain active partnerships to include required partners (employers; local education agency; local postsecondary educational institution(s); local educators including teachers, counselors, or administrators; parents; labor organizations such as AFL-CIO, NEA, etc.; and students)and optional partners (employer organizations, community-based organizations, national trade associations working at local level, rehabilitation agencies/organizations, registered apprenticeship agencies, proprietary institutions of higher education, local government agencies, parent organizations, vocational student organizations, private industry councils, and Native Organizations).

CA 1.2 Clarify roles and responsibilities of partners in providing staff development, designing or approving curriculum, delivering services to students, providing public information, accessing and allocating resources, and evaluating the School to Work system.

CA 1.3 Recommend curriculum to ensure students gain needed competencies.

CA 1.4 Maintain involvement with career development process including support for development, monitoring, assessment, and improvement of process.

CA 1.5 Make recommendations to local and state boards of education regarding adoption of graduation requirements to reflect needs of total student body (including those planning to immediately enter employment, those planning to attend postsecondary technical training, and those planning to enter four-year university programs).

CA 1.6 Make recommendations for structuring schools to interface with the workplace (clustering, team teaching, block scheduling, etc.)

CA 1.7 Provide information to community regarding partnership activities through approaches such as school board meetings, parent conferences, school district handbooks, newsletters, press releases, etc.

CA 1.8 Conduct ongoing evaluation of effectiveness of partnerships in meeting students' needs.

+CA 2 Provide services of a School to Work system coordinator/mentor to link school-based and work-based learning opportunities aad to ensure ongoing operation of system.

CA 2.1 Compile information on current postsecondary and training options including registered apprenticeship programs, occupational certificate programs, two-year degree programs, four-year degree programs, short-term training options, JTPA-sponsored programs, JOBS programs, and other applicable support services.

CA 2.2 Link students with services necessary to assure successful transition from school to work; such services may include assistance in finding a job, continuing education, or linking into an additional training program. Links with the One-Stop Career Centers may assist in this function.

+CA 2.3 Match students with work-based learning opportunities of employers.

+CA 2.4 Provide system for a single point of contact to provide liaison among the student and the employer, teacher, school administrator and parent(s) of the student and, if appropriate, other community partners. Consider Americorps volunteers or loaned executives to serve this function.

+CA 2.5 Collect and analyze information regarding post-program outcomes of participants to the extent practicable, based on such elements as socio-economic status, race, gender, ethnicity, culture, disability, limited-English proficiency, school dropout, academically talented, disadvantaged, etc. and use for evaluation and system improvement.

CA 3 Provide training and support to educators and employers involved in school to work system.

CA 3.1 Provide opportunities for University staff/faculty, superintendents, school board members, principals, counselors, employers and teachers to develop a commonly shared vision for student success.

CA 3.2 Provide information to counselors on National Occupational Information Coordination Committee (NOICC) program guide and on career development process.

CA 3.3 Provide information on SCANS, Ready for Work, and JTPA competencies.

CA 3.4 Provide information and training on techniques for providing equal access to all students and on serving women, minorities, and persons with disabilities.

CA 3.5 Provide information and training to employers and educators regarding providing safe and healthy workplaces.

CA 3.6 Provide information on skill standards curriculum and authentic assessment tools developed in other states and at the national level.

CA 3.7 Provide opportunities for educators to discuss ways of working effectively with employers and other community members to implement the school to work system.

CA 3.8 Provide training in integrating academic and vocational areas, theoretical and applied learning.

CA 3.9 Provide opportunities for educators to gain work experience in business through programs such as summer internships.

- Indicates "School to Work Opportunities Basic Program Components" required in School to Work Opportunities Act of 1994, Sections 101-104. These items are ***required*** by law to be in a STW program.

- Indicates requirements for inclusion in State Implementation Grant application or in State Plan (as per Section 213 of School to Work Opportunities Act of 1994). These items are ***required by law to be a part of the State Plan submitted as part of an implementation grant application.***

- Indicates "additional State activities" allowable under Section 215 of the School to Work Opportunities Act of 1994. The law states that these items ***may*** be included in the State system.